**Performance Assessment**

Evaluating websites

1. Context – This assessment could be used with students from 8th grade on up through college.

a. Evaluating information is a skill that students will need throughout their lives.

b. It can be used in almost any subject area and the purpose is to be able to recognize both good and bad resources.

c. The standards and objectives that it relates to are:

**Common Core State Standards: ELA: Writing Standards:**

7. Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

2. Essential Questions:

How do you tell the difference between good resources and bad resources?

How do you know whether or not to trust the information you are looking at?

3. GRASPS Task Design Prompts

a. Goal

Your task is to determine if the information contained in a website is trustworthy and reliable by using the CRAAP test.

The goal is to weed out sites that have false, misleading, and inferior information and recognize those that are of high quality.

b. Role

Your job is to use the criteria you have been given to analyze each site and decide whether or not to use it in your research.

c. Audience

You need to convince me that the sites you choose meet the criteria that have been specified.

d. Situation

The challenge is to stick to the guidelines and analyze the information that is in front of you.

e. Product, Performance, and Purpose

You will complete a checklist to evaluate each website and

provide reasoning as to why you chose to use the site

including the best features of the site and what it adds to

your research.

f. Standards and Criteria for Success

Your work will be judged by your ability to use the

prescribed criteria to analyze each website you access.

4. Information is everywhere, but is it all trustworthy, of high quality, and worthy of use in your research? How do you know? What sets high quality information apart from inferior or misleading data? How do you sort out the CRAAP from the credible?

Your job will be to use the information we have been going over concerning

the following variables: currency, reliability, authority, accuracy, and

purpose to analyze sites that you find on a particular health issue that is

interesting to you. The websites you choose to use should meet all of the

criteria on the checklist you are given and you must write a paragraph to

defend each choice that highlights the sites best features and why this helps

with your research. You will need five websites to complete your project;

complete a checklist for each site you decide to include. Submit lists as an

attachment to instructor's email.

5. Performance Assessment Plan

The assessment should be able to be completed during two fifty-minute class

periods. An additional class period can be allotted to accommodate students with less computer proficiency, or these students could be partnered with a buddy who is computer savvy. The additional class period can also be used for peer conferencing (see below).

Students should complete this assessment individually. However, after initial

grading, the students should be allowed to partner with a peer for corrections to their original work; especially the reasoning portion.

Each student will need the use of a computer to complete the assignment.

Students should be familiar with searching strategies before attempting this

lesson so a session with the media specialist should be set up for that if it has not already occurred.

6. Scoring Guide. See Attached.

7. a. Description of technology student will use and how it will enable assessment of their performance.

Each student will need a computer to complete their website evaluation. The

key to this lesson is that there is an enormous amount of information

available on the Internet and students must learn to sort and filter…they

need to be aware that all information is not equal. That is why this lesson

focuses on the Internet.

**Scoring Checklist:**

Student analyzed all resources for:

y n

Currency ❐ ❐

Reliability ❐ ❐

Authority ❐ ❐

Accuracy ❐ ❐

Purpose ❐ ❐

Student wrote a paragraph to defend each resource and highlighted the sites best features and specified how that resource would be valuable to their research.

y n

Resource #1 ❐ ❐

Resource #2 ❐ ❐

Resource #3 ❐ ❐

Resource #4 ❐ ❐

Resource #5 ❐ ❐

Teacher comments:

**Students Scoring Checklist:**

Website # 1 url:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Currency: y n

❐ ❐

Reliability: y n

❐ ❐

Authority: y n

❐ ❐

Accuracy: y n

❐ ❐

Purpose y n

❐ ❐

Reasoning:

What are the best features of this site (use above criteria to help explain)?

What does this site add to your overall research?